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ABSTRACT

To gain perspective on the future preparation of supervisors, the Council of Professors of Instruction Supervision (COPIS) membership was surveyed concerning topics currently included in introductory supervision courses. The survey form included a list of possible topics, with space for additions, and asked each professor to indicate how many sessions out of the typical 15 would be spent on each topic. This paper presents the results of the survey mailed to 62 COPIS members. Responses were recieved from 34 members, for a return rate of 55 percent. For tallying perposes, respondents were divided into two groups: an administration group of 15, whose departments contained only administration and supervision, and a group of 19, whose departments either did not contain administration or contained all 4 areas (administration, curriculum, instruction, and supervision). The resulting list of topics comprised 12 items, incorporating the topics and subtopics added by respondents. The administration group spent more time on teacher evaluation, staff development, and personnel functions, whereas the curriculum and instruction group emphasized classroom supervision rationale and models, program management, leadership and change, and clarifying supervision and spent slightly more time than administration respondents on teaching models and observation and data analysis techniques. Causes and implications of these differences are briefly discussed. Included are a list of course topics and a survey tally sheet. (MLH)

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The Teaching of Supervision

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The Teaching of Supervision

Barbara Nelson Pavan

To gain perspective on the future preparation of supervisors, the membership of the Council of Professors of Instructional Supervision (COPIS) was surveyed in order to determine the topics presently included in introductory supervision courses. The survey form included a list of possible topics with space for adding more and asked each professor to indicate the number of sessions out of the typical 15 which would be spent on each topic. This information on the present topic selection would be useful in discussing what topics might be needed in the future and would enable individual professors to determine if their own courses were similar or different from their colleagues.

The following directions were given on the questionnaire:

COMPONENTS OF AN INTRODUCTORY SUPERVISION COURSE

Directions: Select and indicate below how many sessions you would spend on each topic listed below. Add additional topics that you perceive are important. Keep your total number of class sessions to 15.

Assumptions: Principals and supervisors typically are required to take only one supervision course in their preparation program. Other courses are required which cover administrative theory, curriculum, building management, and leadership.

Before tallying, all questionnaires were read to determine if new or different categories were needed and if the written-in

items could be subsumed under any of the topics already given on the questionnaire. Many respondents included additional information in notes, letters, or course outlines which were used to clarify the questionnaire responses as to topics taught. This consolidation and elaboration of the content in each topic resulted in a revised list of 12 topics.

Responses were received from 34 of the 62 COPIS members for a return rate of 55%. All but 5 of the professors are currently teaching an introductory supervision course. The respondents were divided into two groups for tallying. One group consisted of 15 respondents whose departments contained only administration and supervision, the administration group. The other group of 19 consisted of those respondents whose department did not include administration and those whose departments included all 4 areas: administration, curriculum, instruction, and supervision. While this division may appear somewhat arbitrary, the greatest differences of topics and time spent were noted between these two groups.

Responses on each questionnaire were adjusted to reflect the slightly amended categories. To tally each category the number of sessions indicated by respondents was summed and then divided by the number of respondents to determine the average number of sessions. These averages were rounded out to eliminate fractions smaller than 1/4. The results for each group are shown in the table. Both groups devoted one class session to conferencing techniques, simulated problems, and exams. The administration

group spent more time on teacher evaluation, staff development, and personnel. The curriculum and instruction group spent more time on classroom supervision rationale and models, program management, leadership and change, and clarifying instruction supervision. C + I also spent slightly more time than administration respondents on teaching models and observation and data analysis techniques.

An analysis of the content of the required courses in each supervisory or principal certification program would be necessary to determine what these differences mean. Some professors indicated that some of these topics are covered in other required courses in their programs. The heavy emphasis on staff development and teacher evaluation by the administration group probably reflects the fact that no other required course covers these topics. Supervisory preparation programs may include other course work on these topics. Differences in courses for supervisors and principals may also reflect role differences. This could easily explain why 3 sessions on teacher evaluation are used by the administrative group and only one by the C + I group.

This survey gives us the results of a national survey on the contents of introductory supervision courses as indicated by those who teach such courses. This information, combined with the course synopses developed for the conference, provides a picture as to varying topics considerated for inclusion in introductory supervision classes.

TOPICS FOR AN INTRODUCTORY SUPERVISION COURSE

A. History, Definitions, Purposes, Tasks, Competencies of Supervision

- Supervisor as professional
- Legal Mandates
- Trends and Innovations
- Philosophy
- Personnel Platform
- Principles of Supervision

B. Teaching/Learning Models and Strategies

- Learning Theories
- Technology and Teaching
- Ethics of Teaching
- Teaching/Learning Styles
- Framework for teaching/learning

C. Personnel: Staffing, Organization, Careers, Human Resources

- Roles and Relations
- Career choice making
- Staffing patterns
- Teacher career development

D. Leadership, Change, and Organization: Theories and Strategies

- Communication theory/practice
- School climate
- Motivation, Power, Authority
- Group development
- Human skills
- Schools as organizations

E. Teacher Evaluation: Performance Appaisal Techniques

F. Staff Development: Needs Assessment, Design, and Evaluation

G. Classroom Supervision Cycles: Rationale and Models

- Alternate conceptions of supervision
- Developmental, differentiated supervision
- Artistic and Scientific Metaphors
- Supervisor as Facilitator in Improvement of Teaching/Learning

H. Classroom Observation and Data Analysis Techniques

I. Conferencing Techniques

J. Program Planning, Management, Supervision and Evaluation

K. Simulated Problems: Working with Teachers

- Reflection, analysis
- Action Research
- Supervisory problems
- Reflective Processes for Practice

L. **Exam Time**

COMPONENTS OF AN INTRODUCTORY SUPERVISION COURSE

Topics	Number of Sessions		
	Adm.	C + I	All
A. History, Definitions, Purposes, Tasks, Competencies of Instructional Supervision	1	1 1/2	1 1/2
B. Teaching/Learning Models and Strategies	1	1 1/3	1 1/4
C. Personnel: Staffing, Organization, Careers, Human Resources	1/2	0	1/2
D. Leadership, Change, and Organization: Theories and Strategies	1	1 1/2	1
E. Teacher Evaluation: Performance Appraisal Techniques	3	1	2
F. Staff Development: Needs Assessment, Design and Evaluation	2	1 1/3	1 1/2
G. Classroom Supervision Cycles: Rationale and Models	1	2	1 1/2
H. Classroom Observation and Data Analysis Techniques	2	2 1/3	2 1/4
I. Conferencing Techniques	1	1	1
J. Program Planning, Management, Supervision and Evaluation	1/2	1	1/2
K. Simulated Problems: Working with Teachers	1	1	1
L. Exam Time	1	1	1
Number of Sessions	15	15	15
Number of Respondents	15	19	34

Adm. = Respondents indicated only Administration and Supervision in their department.

C + I = Respondents indicated their department included Supervision plus Curriculum and/or Instruction or that their department contained all four areas.